

# TEAM High Annual Review

## October 14, 2013

### 1. School Board Policy for Alternative Learning Experience Programs Policy No. 2255 - Instruction

#### **ALTERNATIVE LEARNING EXPERIENCE PROGRAMS**

The board authorizes the creation of an alternative learning experience (ALE) program. The district will make available to students enrolled in an alternative learning experience program educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include, but are not limited to:

- On-line programs as defined in RCW 28A.150.262;
- Parent partnership programs that include significant participation and partnership by parents and families in the design and implementation of a student's learning experience; and
- Contract-based learning programs.

The board will adopt and annually review written policies authorizing alternative learning experiences, including each alternative learning experience program and program provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's alternative learning experience courses or programs.

The district establishes TEAM High School and Lewis River Academy as alternative learning experience programs, providing instruction on site or over the internet or by other electronic means, as defined in WAC 392-121-182. The District shall designate one or more official responsible for these programs.

The district shall designate one or more person(s) responsible for approving specific alternative learning experience programs or courses, monitoring compliance with WAC 392-121-182 and reporting at the end of each school year to the board of directors on the program. The annual report shall contain at least the following:

- (a)Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
- (b)Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE program;
- (c)A description of how the program supports the district's overall goals and objectives for student academic achievement; and
- (d)Results of any self-evaluations.

The district will submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or cocurricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

In addition to TEAM High School, and Lewis River Academy, the District participates in, and provides students access to, the Center for Career and Academic Advancement (CCAA), a cooperative program offered by the Clark County Skills Center and ESD 112. The CCAA program operates in accordance with all applicable state rules and regulations in offering a diploma that meets the minimum state graduation requirements through the Woodland School District. Students earning a diploma through CCAA will not be eligible to participate in the TEAM or Woodland High School commencement ceremonies. However, if the student meets the credit requirements of TEAM or Woodland High School they will be allowed to participate in the appropriate ceremony.

The superintendent is directed to develop procedures consistent with WAC 392-121-182 to govern the administration of the district's ALE program

Revision Date: 9/26/06, 12/21/09, 6/28/10, 6/27/11, 5/14/12

Adoption Date: October 26, 2005

Woodland School District #404

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Legal Reference:	WAC 392-121-182	Alternative learning experience requirements
	RCW 28A.320.230	Instructional Materials- Instructional Materials Committee
Cross References:	Board Policy 2020	Curriculum Development and Adoption of Instructional Materials

## 2. TEAM High School Courses

APEX courses and Washington State History are the courses that TEAM High School uses for students to complete the course requirements set forth by Woodland School District Policy No. 2410 (High School Graduation Requirements). APEX courses and Washington State History are used at Woodland Middle School, Woodland High School and Lewis River Academy.

3. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding.

<b>Date</b>	<b>Headcount</b>	<b>FTE</b>	<b>Teacher/Student Ratio</b>
September 7, 2012	57	55.5	1/27.75
October 1, 2012	63	62	1/31
November 1, 2012	59	58	1/29
December 3, 2012	61	62	1/31
January 2, 2013	64	63	1/31.5
February 1, 2013	68	67	1/33.5
March 1, 2013	83	82	1/41
April 8, 2013	89	88.5	1/44.25
May 1, 2013	90	89.5	1/44.75
June 3, 2013	90	89.5	1/44.5
September 10, 2013	70	69	1/34.5
October 1, 2013	74	73	1/36.5

4. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE program.

TEAM High School has two full-time certificated teachers. Teacher to student ratio is listed in the chart above broken down on a monthly basis.

5. Provide a description of how the program supports the overall goals for student achievement.

Below are the Woodland Board of Director's District Goals. After each goal is an explanation of how TEAM High School supports these goals.

A. High-Quality Teaching & Learning

Our faculty and staff will provide effective and high-quality instruction by engaging student interests, exploring alternate pathways and leading by example, thereby promoting a powerful environment for learning. This process will be enhanced through the incorporation of proven tools, training and classroom support.

TEAM High School supports this goal by providing high-quality instruction through the use of APEX curriculum which is taught by Highly Qualified Teachers. Our alternative school enables students to pursue a high school diploma in a non-traditional setting. Our staff is trained regularly through the agreement with APEX as well as through the district using professional development structures instituted for the entire district such as Common Core, Anita Archer, Step Up To Writing, etc.

B. A Safe, Healthy & Nurturing Environment

Our school climate will enhance educational performance by focusing on each child, meeting individual student needs by emphasizing safety, a healthy personal outlook, proper nutrition, and physical fitness.

TEAM High School focuses on each student as an individual. The staff is familiar with each student by name and when our students need direction or help the staff extends services that are relevant such as U-Trend, counseling, free lunches and breakfasts, warm clothes, exercise, healthy lifestyles, etc. We encourage students to take advantage of free or reduced lunches to benefit from a balanced meal.

C. Prudent, Conservative Fiscal Management

We will promote public trust through effective financial oversight and prudent management of District finances and cash reserves.

TEAM High School is issued a yearly budget which has never been overspent. Most of our budget is allocated to professional development aimed at instituting new changes that are required by law. We attend every webinar and conference that deals with legislative changes and Alternative Learning Education. Due to this we have employed Mark Knudson on several occasions to train TEAM staff on APEX and SIPS and to coordinate our schools.

D. Effective Partnerships

We will leverage community skills and resources through compelling and innovative partnerships, working with our local business community, government entities, early learning providers, service clubs, senior centers, and other complementary organizations.

TEAM High School uses businesses and industries to help students understand the importance of a quality education. Some of our students are employed by these businesses and support the student in earning a diploma. McDonald's, Burgerville and Safeway schedule the student's workhours to accommodate education, knowing that the student will be more productive as a citizen with a diploma than without one. Also several of our students over the years have taken advantage child-care services offered in our community. Sometimes the payment for services is rendered in the student working at that childcare facility.

E. Community Outreach & Involvement

We will actively promote our District through effective, consistent and transparent communication, particularly with parents and families, instilling a sense of commitment throughout our community toward student success. Our outreach will be welcoming, inclusive, and relevant.

TEAM High School welcomes new students not only from Woodland but from neighboring districts such as Kalama and LaCenter. We accept students with Individualized Educational Plans, minor problems with discipline, learning issues in any of the core areas until we have maximized enrollment then students are put on a waiting list. It is not uncommon for a student who wishes to try a different educational system to experiment with TEAM High School.

6. Share results of any self-evaluations.

TEAM High School has not performed a self-evaluation recently so do not have results to share.

7. TEAM High School Improvement Plan

**TEAM HIGH SCHOOL IMPROVEMENT PLAN**  
**GOAL STATEMENTS 2013-2014**

By spring 2014, 90% of the sophomore class at TEAM High will meet or exceed standard on the HSPE Reading State Exam. This will be accomplished by Jim Avino teaching students how to better comprehend text and support answers with evidence during individualized instruction starting in November.

By spring 2014, 50% of the sophomore class at TEAM High will meet or exceed standard on the Algebra 1 Math End of Course Exam. This will be accomplished by Elly Veyera teaching students to decipher and decode mathematical equations and use critical problem-solving skills during individualized instruction starting in November.

By spring 2014, 90% of the sophomore class at TEAM High will meet or exceed standard on the HSPE Writing State Exam. This will be accomplished by Jim Avino utilizing Step Up To Writing techniques to teach students to write topic sentences, use transitions and elaborate ideas during individualized instruction starting in November.

By spring 2014, 50% of the sophomore class at TEAM High will meet or exceed standard on the Biology End of Course Exam. This will be accomplished by Elly Veyera teaching students to use correct scientific method to demonstrate their understanding of biology starting in November using individualized instruction.

## TEAM High School State Assessment Results

10 <sup>th</sup> Grade Reading			
Year	TEAM	District	State
2005-06	85.2%	83.8%	82.0%
2006-07	87.5%	82.1%	80.8%
2007-08	88.9%	85.0%	81.8%
2008-09	92.3%	82.0%	81.2%
2009-10	65.2%	83.4%	78.9%
2010-11	89.5%	88.1%	82.6%
2011-12	72.5%	85.5%	81.3%
2012-13	64.0%	83.2%	83.5%

10 <sup>th</sup> Grade Math			
Year	TEAM	District	State
2005-06	43.5%	55.1%	51.0%
2006-07	48.0%	59.4%	50.4%
2007-08	18.2%	52.4%	49.6%
2008-09	48.2%	47.3%	45.4%
2009-10	57.1%	42.6%	41.7%
2010-11	21.9% EOC 1	57.8% EOC 1	64.3% EOC 1
2011-12	30.0% EOC 1	66.6% EOC 1	71.1% EOC
2012-13	43.7% EOC1	75.3% EOC1	75.9% EOC1

10 <sup>th</sup> Grade Writing			
Year	TEAM	District	State
2005-06	100%	76.7%	79.8%
2006-07	79.2%	86.8%	83.9%
2007-08	75.0%	92.6%	86.8%
2008-09	100%	89.6%	86.7%
2009-10	47.6%	86.1%	86.0%
2010-11	94.4%	93.2%	86.3%
2011-12	59.1%	85.7%	85.4%
2012-13	76.0%	87.8%	84.9%

10 <sup>th</sup> Grade Science/Biology EOC			
Year	TEAM	District	State
2005-06	4.5%	40.3%	35.0%
2006-07	9.1%	43.2%	36.4%
2007-08	33.3%	47.1%	40.0%
2008-09	28.6%	46.2%	38.8%
2009-10	9.1%	52.6%	44.8%
2010-11	0.0%	55.8%	49.9%
2011-12	18.2%	60.9%	64.3%
2012-13	38.9%	74.3%	71.5%